

Accountability Report Transmittal Form

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South Carolina Department of Education
Annual Accountability Report
Fiscal Year 2010-11

The South Carolina Department of Education's annual accountability report for FY 2010-11 presents the performance of the Department and a concurrent review of the state's public education system, which relies on the agency for leadership and support. This accountability report addresses both agency and system: the South Carolina Department of Education in terms of its mission-driven, values-centered strategic focus, and the public education system in terms of data that demonstrate how the state's schools are responding to our leadership.

Section I - Executive Summary

1. Organization's Stated Purpose, Mission, Vision, and Values

Purpose

The purpose of education is to use the funding that is available to enable every student in SC to acquire an education that provides the knowledge, skills, and attitudes to succeed in careers or college as contributing members of society.

Mission

The mission of the South Carolina Department of Education (SCDE) is to provide leadership and services to ensure a system of public education through which all students may become educated, responsible, and contributing citizens.

Vision

Dr. Zais' vision for education is to cultivate a system of education that puts the interest of parents and students first by providing every parent and child the opportunity to choose a school with the environment and curriculum that best fits the needs, abilities, and aspirations of the student, where every school is led by effective principals with effective teachers.

Values

We subscribe to five organizational values.

- Flexibility and adaptability in programming—We will not choose convenience over innovation. Every child can learn and achieve their potential. Every child is special, yet different. Educational services need to be personalized to account for these differences.
- Quick response to client concerns—Education is a service. A successful system of education relies on effective principals leading our schools and effective teachers instructing our students. SCDE should focus on providing high-quality, timely service delivery to ensure that principals and teachers can focus on student learning.
- Stewardship—Educational funding is a finite resource. Those in a position to make decisions need to be prudent stewards over the investment taxpayers are making into the education system.
- Teamwork among co-workers—We prioritize fulfilling the duty of the agency to serve clients well over individual self-preservation.
- Discipline—No discipline seems pleasant at the time. However, over time, the return on effective employee training reaps the reward that is beneficial to the client, the organization, and the individual. SCDE is committed to a level of excellent professionalism in all that we do.

2. Major Achievements from Fiscal Year 2010-11

SCDE serves students, parents, and taxpayers by supporting teachers, schools, and districts. We measure our success by the effectiveness with which we provide the support for educators. There were several organizational achievements between July 1, 2010 and June 30, 2011.

- SCDE completed the transition of power from Dr. Jim Rex to Dr. Mick Zais.
- Efficient and timely disbursement of over \$3.6 billion in education funds to districts.
- Continued successful implementation of the South Carolina Enterprise Information System adopted by the State.
- Transitioned a net total of 5 schools out of the Palmetto Priority Schools program of support for low-performing schools. The State Board of Education approved the addition of 15 schools to the program and the transition of 20 schools out of the program as a result of changes in the schools' performance.
- Protected Special Needs students from a potential \$75 million permanent reduction in federal funding for the implementation of the mandated Individuals with Disabilities Education Act.

- The SC Virtual School Program (SCVSP) saw its most active year to date, receiving 19,296 courses requests and enrolling 17,187 students. SCVSP's completion rate is 90.5%, indicating that those students completed course with a grade of 70 or above. The development of SCVSP Content Recovery courses were aligned to State Academic Standards and US History courses were redeveloped as a result of the #1 ranking by the Thomas B. Fordham Institute.
- Looping Advances Teacher Teaming and Innovation in Schools (LATTIS) has been recognized by the Riley Institute at Furman University for "WhatWorksSC" and is in the running for the Award of Excellence which will be announced in October 2011. Based on NWEA's MAP median RIT grade equivalencies for mathematics and reading, the percentage of looping students in grades 3-5 who scored at or above grade level was significantly higher than students in the same school who did not loop. With regard to closing the achievement gap, early data shows that African American student gains were higher than Caucasian student gains for reading and mathematics except in the 4th to 5th grade looping programs for reading.
- Of the 2,909 teachers who were formally evaluated statewide during the 2010-11 school year, 2391 (82%) were successful in meeting the ADEPT standards for teaching performance and effectiveness.
- South Carolina Teacher Advancement Program (TAP) received the Teacher Incentive Fund (TIF) 3 grant of \$49 million adding 42 TAP schools for a total of 54 TAP schools, 4 schools are independently funded. Of those schools, 81.4% met or exceeded their expected yearly growth with 44.2% of schools far exceeding their expected yearly growth.
- Worked effectively with the General Assembly to ensure that the Base Student Cost reached more than \$1,788 per student, an increase from \$1,617 in the prior fiscal year, generating a projected per pupil funding level of \$11,754.

3. Key Strategic Goals for the Present and Future Years

- Goal 1—Personalize Learning
 - Objective 1—Strengthen the South Carolina Charter School Act
 - Objective 2—Increase student participation on blended learning options
 - Objective 3—Eliminate regulations that value the system over the student
- Goal 2—Reward Effective Teachers and Principals
 - Objective 1—Develop a Pay for Performance plan for teachers and principals
 - Objective 2—Improve the teacher and principal evaluation system
 - Objective 3—Assist the General Assembly in creating Pay for Performance legislation
- Goal 3—Improve Agency Service Delivery and Staff Professionalism
 - Objective 1—Reduce the service and response turnaround time
 - Objective 2—Increase accuracy of the data that the agency disseminates
 - Objective 3—Eliminate communication barriers between the SCDE and clients and across offices, teams, and divisions within the agency.

4. Your Key Strategic Challenges

Challenge 1- Commitment to Preserving the Status Quo Traditional System of Education and Organizational Processes

The organizational structure that the current administration inherited was not efficient. We are changing the SCDE structure and processes to more effectively serve our customers and stakeholders. The cultural change that comes along with reorganization provides a worthwhile challenge for SCDE leadership.

Challenge 2- Assembling the Right Team

By reorganizing the SCDE, senior leadership embraces the opportunity to provide current staff with better functionality. There are also vacancies that have resulted from attrition or newly created roles. Serving students well necessitates that leadership identify committed individuals to fill the vacancies that currently exist. While the

current economic outlook has many high quality individuals seeking work, the fact remains that identifying the best fit for position vacancies requires prudence and patience.

Challenge 3- Federal Intrusion into State-provided public education

There are many instances in which the opposites of the uncertainty in direction and imposing directives out of Washington, DC combine to impede success in the efforts of SCDE to support districts and schools and the effectiveness of educators. The reauthorization of the federal Elementary and Secondary Education Act (No Child Left Behind) is a specific example. NCLB is highly-prescriptive, imposing on the state a federal accountability system that is well-intended but of a negative impact on the state accountability system. The status quo is a directive that impedes progress. At the same time, the failure of Congress to complete the reauthorization of ESEA has created a level of uncertainty that could stifle progress across the state as educators hesitate to take action for fear of later punishment for non-compliance.

Challenge 4- Personalizing Learning

Decisions made in Columbia have a tremendous impact on shaping policy and setting priorities for education in the state. For decades SC has tried to micromanage reforms through statute and regulation. The result is an overregulated system that is not flexible to meeting the needs of students and that focuses on treating everyone the same—students and teachers alike—regardless of outcomes. The system of education needs to include opportunities to create more personalized learning, paying teachers based on their performance, and reduce unnecessary or conflicting regulations on school districts.

5. How the accountability report is used to improve organizational performance

The Accountability Report provided an opportunity for Senior Leadership to reflect on the way the organization was managed in Fiscal Year 2010-11 and previous years while providing input into setting the course that the agency will follow over the next few years. While this process happens organically, the Accountability Report inspired a level of discussion that is more substantive and organized than might have otherwise been the case.

Section II – Organizational Profile

1. Your organization's main products and services and the primary methods by which these are delivered

The public education system's end product is an educated, responsible, and contributing citizenry. Our core business is education—bringing students, teachers, and information together to instill knowledge and to encourage the proper application of that knowledge. The SCDE's products are leadership and services delivered to school districts and their staff members who assist in the development of teaching and learning programs.

Internal Services

Internal services within the agency include human resource services, finance and accounting services, research and statistical reports, policy planning, auditing services, information technology services, legal counsel services, and government relations.

External Services

Following are key external services provided by SCDE.

Local Education Agencies (LEA)

The majority of the services SCDE provides are direct to the LEAs. These services include: curriculum and assessment, professional development, school quality resources, educator guidance and resources, school leadership, grant support, food services, facility planning, transportation, and technology services.

The agency's primary delivery methods are based on the needs of its customers. In some cases, state law or other mandates determine the delivery method. Our delivery methods include revising and developing standards and guidelines; providing resources and materials; providing training and technical assistance; funding programs and initiatives; evaluating programs and staff; developing and administering assessments; collaborating with partners and stakeholders; providing timely and accurate information; responding to customer inquiries; promoting and recognizing educational achievements; and monitoring and recommending changes to policies, laws, and regulations.

Schools

SCDE provides several services directly to schools. As part of the statewide system of support to low-performing schools the agency provides technical assistance services to schools. We also assist educators with professional development as well as standards-supporting documents. Further, the agency serves schools with program evaluations and grant award opportunities, both to include technical assistance that improve the capacity of schools to improve the outcomes of their educational services.

Educators

SCDE oversees educator preparation, recruitment, and certification of educators, online courses and services delivered via the Moodle Learning Management System, professional development for classroom teachers, school leaders, and district personnel, development of standards and evaluation models for assessing the performance and effectiveness of educators and their impact on student learning, implementation of TAP's Elements of Success: Multiple Career Paths, Ongoing Applied Professional Growth, Instructionally Focused Accountability, and Performance-Based Compensation, charter schools, school choice, focused curriculum, tools to help administrators and teachers meet state guidelines when implementing Montessori. These methods are delivered with assistance from employees who work specifically with each stakeholder on their needs to develop goals then monitor progress towards meeting these goals.

Students

Few of the services SCDE provides are direct to students. The main service SCDE provides directly to students is through the South Carolina Virtual School Program. This program provides online courses for participating

students. SCDE also provides direct services to students participating in the Adult Education program, through which SCDE provides course completion, transcript, and certificate verification services.

2. Your key customers-groups and their key requirements/expectations

Our key customers are students, parents, educators, and taxpayers. Students and parents expect that the educational services provided through the education system prepare students for life after high school. Educators expect the SCDE to assist in providing the support that they need to deliver front line educational services. Taxpayers expect the SCDE to steward over the investment they are making in education by providing the highest quality product with funds that are available.

3. Your key stakeholder groups (other than customers)

Stakeholders include individuals and organizations that have an investment or interest in the success or actions taken by an organization. According to the Malcolm Balridge National Quality Award criteria, stakeholders include “customers, managers and employees, competitors, unions, stockholders, business partners, suppliers, legislators, the community, the nation, the media and so on”. Below is a list of key SCDE stakeholders other than customers:

- Competitors—the private schools of the state;
- Elected Officials—the South Carolina General Assembly and the Office of the Governor;
- Appointed Officials—State Board of Education;
- Community—citizens, and business and industry; and
- United States Education Department—USED is the conduit for the federal funds that flow to SC.

4. Your key suppliers and partners

SCDE suppliers and partners include: educational organizations that partner with SCDE to complete projects; higher education as a training system for educators; bus manufacturers supply buses; textbook publishers supply textbooks and instructional materials; software providers design the systems for SCDE use internally as a means of production SC testing companies supply and score assessment instruments.

5. Your operating locations

The SCDE’s primary operations are conducted in the Rutledge Building in Columbia, in the schools, and in the district offices. Additionally, SCDE operates in leased space located in the Landmark II Office Building and 1401 Senate Street in Columbia. School bus maintenance operations are conducted in shops and maintenance facilities strategically located to serve all public schools throughout the state.

6. The number of employees you have, segmented by employee category

The following table illustrates employees, segmented by category.

SCDE Employees Segmented by Category Fiscal Year 2010-11	
Employee Category	SCDE
Classified	818
Unclassified	15
Temporary Grant	25
Temporary Classified	70
Temporary Unclassified	78
Total	1006

7. The regulatory environment under which your organization operates

SCDE functions are governed by state and federal code of laws, each of which requires that the agency maintain fiscal, legal, and regulatory accountability. The State Code of Laws, Title 59- Education, largely encompasses the statutes and resulting regulations that define the regulatory environment under which SCDE operates. Additionally, the Appropriations Act passed each year determine the funding level for the activities the SCDE is charged to conduct. The State Fire Marshall, the Budget & Control Board, State Board of Education regulations as well as the State Auditor's Office and the Equal Opportunity/Affirmative Action Employer affect SCDE's operating environment.

The United States Department of Education issues requirements and provides guidance that the SCDE must also follow such as No Child Left Behind (NCLB), IDEA, Title I, III (ESOL), V and VI-REAP. Other Federal requirements are provided by the FCC, OSHA and the USDA.

Lastly, the Generally Accepted Governmental Accounting Standards guide the accounting practices at SCDE.

8. Your performance improvement system

SCDE uses both internal and external performance assessments. Key strategic performance evaluations are conducted to determine if the agency is making steady progress toward accomplishing its vision. Senior leadership regularly reviews performance data from various sources. Internally, senior leadership uses organizational performance review findings and employee feedback to evaluate the agency's performance. In addition, the EPMS (Employee Performance Management System) and employee surveys serve as effective tools for assessing the individual employee and the organization as a whole.

9. Your organizational structure

SCDE is led by the State Superintendent of Education, who is a constitutional officer of the state. The Superintendent also serves as secretary to the State Board of Education. In Fiscal Year 2010-11, seven deputy superintendents administratively carried out the mission of the agency. The chart located in the Appendix I graphically displays the organizational structure of the agency.

10. Your Expenditures/Appropriations Chart

The following tables provide expenditures and appropriations for the years listed for the SCDE, the Governor's School for Science and Mathematics, the Governor's School for the Arts and Humanities, and First Steps.

Base Budget Expenditures and Appropriations
(Note: Nonrecurring expenditures are reflected in major budget categories.)

	2009-10 Actual Expenditures		2010-11 Actual Expenditures		2011-12 State Appropriation Act	
Major Budget Categories	Total Funds	General Funds	Total Funds	General Funds	Total Funds	General Funds
Personal Service	\$45,715,659	\$24,467,517	\$42,551,024	\$22,840,390	\$44,701,060	\$24,357,884
Other Operating	\$168,292,063	\$64,533,634	\$133,452,797	\$50,937,855	\$167,374,065	\$65,605,609
Special Items	\$0	\$0	\$0	\$0	\$0	\$0
Permanent Improvements	\$0	\$0	\$0	\$0	\$0	\$0
Case Services	\$0	\$0	\$0	\$0	\$0	\$0
Distributions to Subdivisions	\$3,256,790,788	\$1,822,248,449	\$3,449,304,819	\$1,778,425,074	\$3,064,805,786	\$1,856,456,512
Fringe Benefits	\$15,082,272	\$8,456,582	\$14,455,520	\$8,427,870	\$13,387,579	\$7,110,541
Non-recurring	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL	\$3,485,880,782	\$1,919,706,182	\$3,639,764,161	\$1,860,631,190	\$3,290,268,490	\$1,953,530,546

Other Expenditures

(The below expenditures are reflected in the above totals.)

Sources of Funds	2009-10 Actual Expenditures	2010-11 Actual Expenditures
Supplemental Bills	\$0	\$0
Capital Reserve Funds	\$0	\$0
Bonds	\$0	\$0

Interim Budget Reductions

Total 2009-10 Interim Budget Reduction	Total 2010-11 Interim Budget Reduction
\$196,497,158	\$0

11. Your Major Program Areas Chart

Major Program Areas				
Program Number and Title	Major Program Area Purpose	FY 09-10 Budget Expenditures \$3,485,880,783	FY 10-11 Budget Expenditures \$3,639,764,161	Key Cross References for Financial Results
XIII; Aid to School Districts, Special Items; Aid to Subdivisions	Provide direct aid to school districts to include basic foundation defined program funding for students in 85 school districts, two special districts, one special school, other entities and agencies.	State: 1,722,142,492.00 Federal: 899,887,669.20 Other: 10,834,798.90 Total: 2,632,864,960.10 % of Total Budget: 76%	State: 1,686,460,264.59 Federal: 1,077,536,478.67 Other: 2,989,743.16 Total: 2,766,986,486.42 % of Total Budget: 76%	7.1-1 to 7.1-11
XI; Education Improvement Act	Provide additional funds above the basic foundation program for education improvement and enhancement. Provide salary funding to achieve and/or exceed the projected southeast average teacher salary for over 47,000 teachers; provide funds for various improvements.	State: 0.00 Federal: 0.00 Other: 496,199,218.41 Total: 496,199,218.41 % of Total Budget: 14%	State: 0.00 Federal: 0.00 Other: 554,244,948.94 Total: 554,244,948.94 % of Total Budget: 15%	7.1-1 to 7.1-11
IX; Division of Innovation & Support	Provide funds and support operations to the education system to include the school transportation system, school based health, school building, and school food service.	State: 90,324,215.48 Federal: 4,252,702.88 Other: 22,784,661.62 Total: 117,361,579.98 % of Total Budget: 3%	State: 90,241,137.53 Federal: 4,255,218.72 Other: 29,214,424.25 Total: 123,710,780.50 % of Total Budget: 3%	7.1-1 to 7.1-11
VII; Division of Finance and Operations	Provide funds and support financial operations to the education system to include the state textbook system and the transportation fleet.	State: 25,004,843.57 Federal: 214,346.23 Other: 2,212,767.79 Total: 27,431,957.59 % of Total Budget: 1%	State: 24,698,302.87 Federal: 166,947.34 Other: 586,226.99 Total: 25,451,477.20 % of Total Budget: 1%	7.3-1 to 7.3-4
TOTAL	TOTAL	State: 1,837,471,551.05 Federal: 904,354,718.31 Other: 532,031,446.72 Total: 3,273,857,716.08 % of Total Budget: 94%	State: 1,801,399,704.99 Federal: 1,081,958,644.73 Other: 587,035,343.34 Total: 3,470,393,693.06 % of Total Budget: 95%	

Below: List any programs not included above and show the remainder of expenditures by source of funds.

I. Superintendent of Education; II. Board of Education; III. Division of Accountability and Assessment; IV. Division of Standards & Learning; VI. Division of Educator Quality & Leadership; XII. Governor's School for Science and Math; XIV. Governor's School for Arts and Humanities; XVI. First Steps.

Remainder of Expenditures:	State:	82,234,631.13	State:	59,231,484.53
	Federal:	38,390,134.91	Federal:	37,421,253.64
	Other:	91,398,300.65	Other:	72,717,729.35
	Total:	212,023,066.69	Total:	169,370,467.52
	% of Total Budget:	6%	% of Total Budget:	5%

Section III – Elements of Malcolm Baldrige Criteria

Category 1 – Senior Leadership, Governance, and Social Responsibility

1. How do senior leaders set, deploy, and ensure two-way communication throughout the organization and with customers and stakeholders, as appropriate for: a) short and long term organizational direction and organizational priorities, b) performance expectations, c) organizational values, and d) ethical behavior.

a) Short and long term organizational direction

SCDE senior leadership sets short- and long-term direction and organizational priorities through an established meeting schedule. The senior leadership communicates priorities throughout the organization beginning with middle management—the directors and team leaders throughout the organization. Directors and team leaders work with deputy superintendents to operationalize priorities into objectives that are set to milestone timelines to which staff are held accountable. Senior leadership maintains open door policies to ensure two-way communication.

SCDE senior leadership works with the executive and legislative branches of state government to communicate priorities for education system. SCDE communicates the needs of students, parents, educators, and taxpayers as they relate to the public education system. SCDE also receives and responds to communication provided by the executive and legislative branches. SCDE interacts with customers, stakeholders, and partners to maintain two-way communication.

b) Performance expectations

Performance expectations are set each year during annual evaluations of each staff member. Programmatic expectations are set by middle management with input for senior leadership. Effectiveness is evaluated based on the state's EPMS.

c) Organizational values

Senior leadership is responsible for communicating the organizational values to SCDE staff. This begins with modeling the organizational values each day. Senior leadership relies on an approach that insists on excellence in the implementation of SCDE organizational values while committing to assist SCDE staff in demonstrating organizational values in the duties they perform.

d) Ethical behavior

Senior leadership keeps SCDE staff informed of SCDE's expectation that all staff demonstrate ethical behavior. Leadership demonstrates this behavior, offers guidance to staff that are not in compliance with ethical standards for conduct, document instances of noncompliance, and hold staff accountable when it is necessary to enforce behavior modification within the agency.

2. How do senior leaders establish and promote a focus on customers and other stakeholders?

Senior leadership seeks to maintain effective and constant contact with customers and other stakeholders. Leadership emphasizes the importance of timely and accurate communication with customers and stakeholders. Senior leadership encourages SCDE staff to maintain open lines of communication through identified points of contact throughout the agency. The agency relies on customer feedback to guide process improvement.

SCDE relies heavily on constantly evolving communications technology to accomplish this end. SCDE establishes and promotes a focus on customers by maintaining open lines of communication which include; direct (telephone) and synchronous (Live Chat and IM) and asynchronous (email) online communication mediums, engaging in modeling of responses and interactions to address stakeholder and customer concerns, reviewing input from

customers and those charged with facilitating programs, being customer-focused, responsive, and courteous, and by providing on-going, differentiated support to constituents.

3. How does the organization address the current and potential impact on the public of its programs, services, facilities, and operations, including associated risks?

Senior leadership relies heavily on the cost-benefit analysis process to evaluate the impact on the public of its programs, services, facilities, and operations. SCDE staff provide data for qualitative and quantitative analysis that will allow senior leadership to individually offer recommendations and collectively determine the best course of action. Data collection includes meta-analysis of any existing research; engaging partners to conduct focus groups, surveys, and questionnaires; piloting program implementation in key targeted communities when appropriate; and seeking customer or stakeholder input prior to program implementation.

4. How do senior leaders maintain fiscal, legal, and regulatory accountability?

The Offices of General Counsel, Administration, and Finance provide oversight and monitoring services conducted by the responsible offices throughout the agency. Results are reported to the leadership team. The Office of Legislative and Public Affairs ensures that reporting requirements met.

5. What performance measures do senior leaders regularly review to inform them on needed actions?

The following are the key strategic performance measures used by SCDE to determine progress toward accomplishing of our mission:

- Budgeted versus actual expenditures;
- Multiple measures of student achievement;
- High school graduation rates;
- Teacher quality statistics; and
- Multiple measures for school and district performance.

6. How do senior leaders use organizational performance review findings and employee feedback to improve their own leadership effectiveness, the effectiveness of management throughout the organization including the head of the organization, and the governance board/policy making body? How do their personal actions reflect a commitment to organizational values?

Senior leadership maintains open door policies that encourage communication within and across offices. Additionally, senior leadership and middle management review SCDE staff feedback on the EPMS to ensure that formal communication between leadership, management and staff is two-way. Combined, the open door policies and EPMS create an environment that balances the importance of agency discipline with the need for open communication. Those in leadership positions consider and discuss feedback to determine the best way to act on the input received in order to improve agency outcomes.

7. How do senior leaders promote and personally participate in succession planning and the development of future organizational leaders?

Senior leadership mentors and trains staff to ensure that middle management and other SCDE staff develop the skills and competencies necessary to fill leadership and other vacancies for which time permits planning. Senior leadership provides for internal and external training opportunities to improve the quality of SCDE staff. Further, leadership is regularly updated by SCDE staff on the work that they are conducting. In so doing, leadership and middle management can monitor workflow and be prepared should non-management vacancies emerge.

Formally middle management and senior leadership rely on the agency EPMS process to discuss, clarify, measure, and change job tasks to meet our mission statement

8. How do senior leaders create an environment for performance improvement and the accomplishment of strategic objectives?

Senior leadership creates the environment for performance improvement by providing feedback, articulating clear and high expectations, using effective practice based on data and student performance, project analysis and an

annual review process, examining performance and gathering data to provide individualized professional development, statewide training, and design of future planning and goal setting.

9. How do senior leaders create an environment for organizational and workforce learning?

Senior leadership and middle management assess the professional needs of SCDE staff and develop personalized plans to improve staff performance. This includes allowing for training opportunities, professional learning experiences, mentoring, and goal setting.

10. How do senior leaders engage, empower, and motivate the entire workforce throughout the organization? How do senior leaders take an active role in reward and recognition processes to reinforce high performance throughout the organization?

Senior leadership engages the staff by giving them opportunities to take responsibility for the organization's success. In doing so the management team ensures buy-in and staff contributions to the success of the organization. Senior leadership also monitors staff performance and provides feedback and maintains two-way communication that allow leadership to assess staff morale respond accordingly.

11. How do senior leaders actively support and strengthen the communities in which your organization operates? Include how senior leaders determine areas of emphasis for organizational involvement and support, and how senior leaders, the workforce, and the organization contribute to improving these communities?

Our employees are involved in a number of civic, social, charitable, and faith-based organizations that support local communities. Employees voluntarily give their time, effort, and money to a variety of worthwhile organizations that benefit the community as well as the nation: the Red Cross; the National Guard and Army Reserve; the Boy Scouts, Girl Scouts, and Explorer Scouts; Junior Achievement and local churches and temples. In addition, they contribute to the United Way and March of Dimes campaigns as well as walks for cancer and diabetes research.

Category 2 – Strategic Planning

1. Describe your organization's Strategic Planning process, including key participants, and how does it address each of the following areas.

a. Your organization's strengths, weaknesses, opportunities and threats

Our strategic planning process is guided by input from SCDE customers and stakeholders. Customers and stakeholders help senior leadership identify, document, and articulate SCDE strengths, weaknesses, opportunities and threats. Senior leadership collects the feedback collected through the frequent interactions SCDE staff maintain with stakeholders and customers to inform the agency's strategic planning process and course corrections throughout the year.

b. Financial, regulatory, societal and other potential risks

SCDE senior leadership has set internal threshold controls that protect the agency against regulatory, financial, societal, and other potential risks. Senior leadership identifies areas that are potential risks, establishes measures that will indicate the risk level for the agency for any given issue, and regularly monitors the agency's status as compared to levels of acceptable risk and performance. For any potential risk, senior staff discuss instances when the agency status approaches an unacceptable level or reflects a change in trajectory that should be cause for concern.

c. Shifts in technology and customer preferences

Customer preferences are constantly monitored through the SCDE's constant contact and interaction with customers and stakeholders. SCDE maintains two-way communication in terms of receiving input from stakeholders and customers on technological improvements for the delivery of goods and services as well as sharing advances with our customers and stakeholders. Changes in customer preferences are incorporated in our strategic planning on an ongoing basis.

d. Workforce capabilities and needs

Senior leadership communicates with customers and stakeholders to ensure that the performance of staff matches the mission of the agency and fulfills the needs of the customer. Where there is successful alignment, senior staff seeks ways to identify and replicate the successes and helping staff understand the connection between agency success and their respective job performance. Where alignment does not exist, senior leadership uses the EPMS to give the affected staff an opportunity to improve their skillset or senior leadership reallocates human resources, updates job duties, and, when necessary, turns to the labor market to find individuals with the work capabilities necessary to serve customers and fulfill the agency mission.

Senior leadership encourages and gives employees opportunities to identify areas where their individual work capabilities do not match the needs of customers. Senior leadership, in these instances, works with staff to provide them an opportunity to retool.

e. Organizational continuity in emergencies

The SCDE has developed a document titled "Fire Prevention, Emergency Action and Homeland Security Plan for the Rutledge Building," which contains a detailed emergency action plan to be activated when necessary by a team of twelve Rutledge Building safety officers. The plan, which was created by the SCDE in conjunction with the Budget and Control Board's General Services Division, addresses security as well as emergency prevention and recovery procedures and was updated March 24, 2006. The agency's technology policy has been revised to update and improve the organization's backup systems and processes. Representatives of the SCDE are working with the South Carolina Emergency Management Division to establish a formal plan regarding facilities startup and business resumption in the aftermath of a crisis.

f. Your ability to execute the strategic plan

Senior leadership regularly assesses the agency's ability to accomplish its mission by monitoring its resources, evaluating performance, evaluating customer and stakeholder feedback, and making adjustments as needed.

2. How do your strategic objectives address the strategic challenges you identified in your Executive Summary?

The SCDE's strategic objectives incorporate work processes addressing policy development, funding proposals, communication, and achievement reporting, all of which help the agency to deal effectively with its strategic challenges.

3. How do you develop and track action plans that address your key strategic objectives, and how do you allocate resources to ensure the accomplishment of your action plans?

Action plans that support strategic goals and objectives are developed at the operational level. The leadership team monitors the development of these. Middle management and senior leadership meet regularly to review the status of operational action plans. Senior leadership meets regularly to review the progress of operational action plans that address key strategic goals and objectives.

4. How do you communicate and deploy your strategic objectives, action plans and related performance measures?

Strategic objectives, action plans, and performance measures are communicated and deployed by the leadership team through meetings and training sessions for all SCDE personnel.

5. How do you measure progress on your action plans?

Progress is regularly reviewed by staff members within the office responsible for the action plan and by the senior leadership. The measures of progress used by the SCDE include student performance and academic progress indicators, rates and statistics, external education system ratings, and survey results.

6. How do you evaluate and improve your strategic planning process?

The SCDE's leadership team evaluates our strategic planning process through regular review of progress toward goals. Goals, strategies, and work plans are revised based on after-action review, with input from all agency offices.

7. If the agency's strategic plan is available to the public through the agency's internet homepage, please provide a website address for that plan.

N/A

Category 3 – Customer Focus

1. How do you determine who your customers are and what their key requirements are?

SCDE customers are set by the South Carolina Code of Laws.

2. How do you keep your listening and learning methods current with changing customer needs and expectations?

SCDE relies on constant communication and a continuous flow of information from our customers and stakeholders in order to seek out new information on how we can improve our services and goods. Offices within the SCDE perform internal reviews and examinations of their customer services on an ongoing basis. Offices meet with customers and key stakeholders in order to determine their level of satisfaction in the services and goods the SCDE produces. Additionally, the Superintendent of Education regularly conducts school visits, meets with educators, and converses and meets with superintendents across the state.

3. What are your key customer access mechanisms, and how do these access mechanisms enable customers to seek information, conduct business, and make complaints?

The SCDE's key access mechanisms are our Web site (<http://ed.sc.gov>), Educator Certification's Web site (<http://scteachers.org>) and call center, an Ombudsman, the agency's switchboard, and the Communications Office.

4. How do you measure customer and stakeholder satisfaction and dissatisfaction, and use this information to improve?

SCDE uses several measures to determine customer satisfaction with our services. Offices use pre- and post-cohort surveys; questionnaires of students, parents, and taxpayers to determine program needs, strengths, and weaknesses; use data to measure the frequency and length of time customers access products or services; aggregation and summarization of feedback received on communications issued, services provided, or products delivered.

5. How do you use information and feedback from customers and stakeholders to keep services and programs relevant and provide for continuous improvement?

SCDE analyzes customer satisfaction metrics and allows the data so that action plans can be updated, appropriate training services can be designed, specific technical assistance can be provided, and new products and procedures can be developed to improve learning and educational opportunities.

6. How do you build positive relationships with customers and stakeholders to meet and exceed their expectations? Indicate any key distinctions between different customer and stakeholder groups.

SCDE thrives on building positive relationships. We build positive relationships with our customers and key stakeholders by proactively reaching out to engage their input on their satisfaction level with our goods and services. SCDE also provides timely response time to help customers understand how we are responding to their needs and the feedback they provide.

SCDE has put increased emphasis on customer service by making it the subject of training sessions that have been conducted for all current employees and are required for all new employees.

Educator resources, reporting tools, contact information, and program support need to be available to customers at any time of the day. The agency's Web site (<http://ed.sc.gov>) is therefore a key tool in the SCDE's effort to build positive relationships and serve customer needs. SCDE has also launched podcasts as another means of communication. *Speaking of Schools* is a radio program supported by the SCDE and broadcast on Monday evenings over ETV radio stations in Greenville/Spartanburg (90.1), Columbia, (91.3), and Charleston (89.3). The agency's "In Our Schools" television series for parents, educators, and community partners is produced by the South Carolina Instructional Television Office with SC ETV. This year, SCDE expanded its use of Twitter and Facebook.

Category 4 – Measurement, Analysis, and Knowledge Management

1. How do you decide which operations, processes and systems to measure for tracking financial and operational performance, including progress relative to strategic objectives and action plans?

SCDE periodically identifies key operations and processes that have strategic implications for mission accomplishment for measurement. We then collect the information that supports the measures and gives indication of progress toward goal and objective achievement.

Additionally, State and federal codes of law determine many of the SCDE operations and processes that are measured.

2. How do you select, collect, align, and integrate data/information for analysis to provide effective support for decision making and innovation throughout your organization?

SCDE collects data from various sources: student information systems, assessment results, food service systems, special education databases, health management systems, educator certification and staff development applications, federal datasets, and many other sources. SCDE uses the student performance data collected through the student information systems to hold district and school leadership accountable for the outcomes they are getting by keeping the public informed of results. SCDE analyzes student performance to differentiate effective and ineffective programs and to adjust SCDE operations for areas of concern.

SCDE uses the data provided on the output and the outcomes of SCDE support services to ensure that the services and goods we provide to support schools are deployed in a way that effectively serves customers. Senior leadership allocates resources based on meeting the needs of customers.

An example of the use of data/information analysis to provide support for decision making centers is In\$ite™ data. In\$ite is an expenditure (cost) accounting system that permits analysis of expenditure data/information at the school, district, and state levels. Expenditure analysis is available in a user-friendly display by five major functions, fifteen subfunctions, and thirty-three detail function categories. This tool permits analysis of financial resources and their application.

3. What are your key measures, how do you review them, and how do you keep them current with organizational service needs and directions?

SCDE's key measures are: high school graduation rate; average ACT and SAT scores; state Report Card Ratings; student PASS performance; transportation collisions statistics; and evaluations by teachers, students and parents. We review them annually or monthly, based on what is appropriate for the nature of the measure. SCDE senior leadership reviews key measures and monitors agency performance on measures to ensure that performance trends align with accomplishing the agency mission.

4. How do you select and use key comparative data and information to support operational and strategic decision making and innovation?

We analyze comparative data and information to assess how SCDE's service delivery and how the overall performance of the public education system compare to states in our region, states across the nation, and internationally. Comparative analysis helps agency leaders identify areas where SCDE or the system at large is performing well or failing. These determinations are incorporated into operational and strategic decision making.

5. How do you ensure data integrity, reliability, timeliness, accuracy, security and availability for decision making?

SCDE ensures data integrity, reliability, timeliness, accuracy, security, and availability by setting clear expectations when data collection is initiated, monitoring the data collection process as it is underway, and adhering to quality controls that confirm data before analysis are conducted or ensuing decisions made. Expectations are set when senior leadership interact with service suppliers or customers when SCDE initiates

the data collection process. Protocols and quality standards are set early in the process. Staff monitor the collection process to ensure the fidelity of the implementation of any data collection process. Quality control measures during the final stages of data collection use sample testing to identify potential shortcomings in the quality of the data SCDE collects.

6. How do you translate organizational performance review findings into priorities for continuous improvement?

A review of performance measures, both formal and informal, is always linked to goals outlined in the strategic plan. The review process is ongoing. The SCDE performs its own reviews; external agencies, organizations, and research groups conduct reviews of the agency as well. Priorities are then established by senior leadership with feedback from the key participants in the process identified as needing improvement.

7. How do you collect, transfer, and maintain organizational and workforce knowledge? How do you identify, share, and implement best practices, as appropriate?

The SCDE manages organizational knowledge to accomplish the collection, transfer, and maintenance of accumulated workforce knowledge by integrating the staff development, retention, hiring, and recruiting functions into a holistic and systematic process. The agency uses several tools to manage organizational knowledge including: agency manuals to detail tasks or functions; creating Elluminate (online, recorded teaching) sessions that allow on demand professional development; shared directories for access by essential staff; regular meetings with SCDE staff to transfer organizational knowledge.

Category 5 – Workforce Focus

1. How does management organize and measure work to enable your workforce to: 1) develop to their full potential, aligned with the organization's objectives, strategies, and action plans; and 2) promote cooperation, initiative, empowerment, teamwork, innovation, and your organizational culture?

SCDE organizes its workload by specific program areas and the individual managing the program has the ability to build it within the scope of their level. Senior leadership measure workflow based on time and sets work-plans and deadlines accordingly. The EPMS offers the opportunity to discuss and assess program potential and direction so it can be aligned with the agency's mission and action plans.

2. How do you achieve effective communication and knowledge, skill, or best practice sharing across departments, jobs, and locations? Give examples.

Senior leadership meets regularly with the middle management under their charge to ensure effective communication across offices and teams. Collaboration, shared time, professional development and best practices- sharing is done within the offices and teams. Modeling and cross-training in different program areas to become familiar with the duties and methods used by other colleagues has also been effective.

The Grants Program staff collaborates with middle management to train program managers on effective skills and best practices to ensure that knowledge access acquired in one team, office, or division is transferred to the grant management processes in place throughout SCDE.

3. How does management recruit, hire, place, and retain new employees? Describe any barriers that you may encounter.

The primary method for recruiting and hiring new employees is through advertising of positions with the state Office of Human Resources and the e-recruitment systems at www.jobs.sc.gov. This site provides state, national, and international exposure of positions available at the SCDE. The state recruitment system is an electronic system that allows job candidates to submit their applications online. Additionally, offices have the option of advertising vacant positions in newspapers and/or professional publications.

The hiring and placement of new employees is coordinated at the office level through screening of eligible applicants, selecting persons for interviews, conducting interviews, and making a recommendation of a candidate to fill the vacancy.

Employee orientation and office-level orientation help ensure retention of new employees. These processes welcome the employee into the agency and equip them with necessary information to assist in a successful employment experience. SCDE supports existing employees with professional development and job-specific training opportunities that are catered to the individual employee's needs. Frequently, the SCDE's ability to offer an attractive and competitive salary is a barrier to successful recruitment, hiring, placement, and retention.

4. How do you assess your workforce capability and capacity needs, including skills, competencies, and staffing levels?

Workforce capability and capacity are assessed on the basis of workload requirements. Workload is largely driven by actions taken by the General Assembly through statute, law, or legislative request. Federal action through legislation as well as USED regulatory decisions or guidance also set workload. Once workload is determined, senior leadership determines the capability of SCDE staff to meet the demands of the workload requirements.

Workforce skills and competencies are assessed through the annual EPMS evaluation required of all permanent employees. This system requires supervisors to evaluate their employees on the basis of job requirements and/or objectives. Employees are rated as exceeding requirements, meeting requirements, or below requirements, as well as on a variety of performance characteristics.

5. How does your workforce performance management system, including feedback to and from individual members of the workforce, support high performance work, and contribute to the achievement of your action plans?

Components of job duties, objectives, and performance characteristics included in the EPMS are directly aligned with the agency strategic plan and the action plans established by the individual offices. Evaluations of individual employees are centered on criteria that were developed in their EPMS planning stage.

If employees are to attain high levels of performance, they first must understand the expectations of their supervisors and the requirements detailed in their respective position descriptions. The EPMS provides the means for these expectations and requirements to be communicated. In the planning stage, the employee and supervisor first review the employee's position description for accuracy and understanding; at this time, the position description can be updated or modified to ensure these two factors. The employee can now ask for the supervisor's expectations and can express their own expectations.

Also during the planning stage, the supervisor or the employee can recommend a performance objective that the employee can accomplish over the course of the rating period. By this means, the employee can demonstrate performance that even exceeds the supervisor's expectations. In addition, the employee and the supervisor can meet to discuss progress at any time during the rating period. This process of active communication between supervisor and employee supports high performance.

6. How does your development and learning system for leaders address the following: development of personal leadership attributes; development of organizational knowledge; ethical practices; and your core competencies, strategic challenges, and accomplishment of action plans?

The development of personal leadership attributes for leaders is addressed through regular meetings of the senior leadership and middle management. Middle management is empowered to act, but within the senior leadership's intent. Knowledge is shared across positions. Senior leadership provides opportunities for staff members to serve as mentors. Development of organizational knowledge and ethical practices is done through mentorships and by encouraging employees to learn more about other program areas. Core competencies and strategic challenges are addressed through professional development.

7. How do you identify and address key developmental training needs for your workforce, including job skills training, performance excellence training, diversity training, management or leadership development, new employee orientation, and safety training?

The objective section of the EPMS is used by supervisors and employees to identify methods and opportunities for individual employees to acquire increased job-related skills and knowledge. SCDE Office of Human Resources plans and coordinates many of the agency's efforts to address diversity, new employee orientation, and skill training. Additionally, SCDE staff members can determine their own personal goals and middle management ensures these goals are specific and applicable to the organization. Once these plans are in place progress is monitored regularly.

8. How do you encourage on-the-job use of new knowledge and skills?

Office directors participate in training opportunities, and use of new knowledge and skills is monitored through regular division and office meetings. The primary means of measuring use of new knowledge and skills is through evaluation of the outcome of projects and initiatives requiring their use.

9. How does employee training contribute to the achievement of your action plans?

Through training, SCDE staff is made aware of the agency's priorities and the focus on customer service. They are also provided the information and complete simulations to strengthen the skills required to accomplish the portion of the action plan they are assigned.

10. How do you evaluate the effectiveness of your workforce and leader training and development systems?

SCDE evaluates the effectiveness of training and development systems by assessing the outcomes of action plans and responses to strategic challenges. Successful outcomes in these areas serve as an indicator that core competencies are being utilized.

11. How do you motivate your workforce to develop and utilize their full potential?

Through the EPMS, senior leadership and middle management communicate job expectations for employees to maximize their knowledge and skills. This formal process also requires a review of each employee's job description to ensure accuracy. SCDE senior leadership and middle management provide positive feedback to encourage SCDE staff. We believe that it's important to share praise and positive reviews from wherever it comes. Employees need to know when they do things well. We encourage and motivate their employees to develop and utilize their full potential by valuing them, offering opportunities for professional development, and leading by example. The SCDE Division of School Effectiveness has a culture of openness and cooperation so employee buy-in is high. As a result, employees support and correct each other in support of the organization's mission.

12. What formal or informal assessment methods and measures do you use to obtain information on workforce well-being, satisfaction, and motivation? How do you use other measures such as employee retention and grievances?

The EPMS requires feedback between management and the employee. The SCDE Office of Human Resources has an open-door policy whereby any employee with a concern can communicate that concern without reprisal. Human Resources will communicate the concern to the appropriate authority only with the employee's approval. SCDE leadership seeks and encourages feedback from employees at all levels within the organization at all times.

Information from exit interviews and employee grievances is used in supervisory training in the form of case studies and examples. Priorities for improvement are determined by the particular SCDE office or through updated action plans.

13. How do you manage effective career progression and effective succession planning for your entire workforce throughout the organization?

Career progression of the entire workforce is generally managed through the EPMS system to identify employees who have potential for promotion based on their performance rating. The EPMS serves as a tool to assess and document future potential performance capabilities.

Succession planning efforts are coordinated by the Office of Human Resources by providing offices with information regarding employee status such as employees who are eligible to retire, employees eligible to retire in five years, and employees on the TERI program. This information allows offices to plan for changes in advance. Also, the Office of Human Resources provides guidance on succession planning and knowledge/information transfer techniques for offices requesting assistance.

14. How do you maintain a safe, secure, and healthy work environment?

Our facilities comply with Occupational Health and Safety Administration standards and are reviewed on a regular basis for compliance. Both the air quality and the water quality in the building are tested. In addition, the Budget and Control Board has tested for asbestos. Each floor of the Rutledge Building has a safety officer and two assistant safety officers. Preparation for workplace emergencies and disasters include controlled access to the building and monitoring by security personnel. The building has a fire plan, a bomb threat plan, and a Clean Indoor Air Act policy. Safety training is conducted yearly for safety-sensitive positions. Fire drills are held routinely. Employees notify the Office of Human Resources if they identify any unsafe condition within their work environment.

Category 6 – Process Management

1. How do you determine and what are your organization's core competencies, and how do they relate to your mission, competitive environment, and action plans?

The strategically important capabilities that provide SCDE an advantage in our market and service environment are:

- an information distribution network to keep customers up-to-date on key strategic initiatives;
- training systems that SCDE uses to support schools in their service delivery;
- budgeting, accounting, and financial auditing processes that ensure that SCDE allocates and accounts for the resources in its purview;
- testing item development and administration security system to ensure the validity and reliability of the state accountability system;
- textbook inventory system to ensure SCDE meets its obligation to plan for student instructional materials needs; and
- transportation monitoring system that ensures proper school bus fleet management.

2. How do you determine and what are your key work processes that produce, create or add value for your customers and your organization and how do they relate to your core competencies? How do you ensure these processes are used?

The most important system process in education is the learning process, the success of which is determined by multiple measures of student academic achievement. SCDE's processes range from providing leadership and technical assistance to schools and districts to providing public education services such as support for teachers and teacher certification, transportation, school facilities plan and building approval, food service support, human resources, purchasing, and finance. Factors affecting our process utilization are the nature and the type of the products and services demanded by customers, the technology requirements and limitations placed on the agency, customer and supplier relationships and involvement, and product and service customization.

3. How do you incorporate organizational knowledge, new technology, cost controls, and other efficiency and effectiveness factors, such as cycle time, into process design and delivery?

Senior leadership regularly collaborates on upper level decision making to ensure that organizational knowledge crosses offices and divisions so that communication failure does not allow silos to form and hinder one agency process from benefiting from potential improvements it could garner from another team, office, or division. SCDE uses the Socratic method to bring individuals together to improve strategically significant processes. With the start of each new process cycle, Senior leadership encourages SCDE staff to research and consider new approaches to existing tasks so that with each cycle the opportunity to make improvements is realized and optimized. SCDE has placed increased focus on identifying the metrics that indicate success and tracking results so that senior leadership can quantify the effectiveness of each process. Senior leadership is charged with monitoring processes to reduce turnaround time and costs to levels that best meet customer needs.

4. How does your day-to-day operation of these processes ensure meeting key performance requirements?

The leadership team establishes key performance expectations and requirements and then communicates them to the cross-functional teams, work groups, and individual employees. We ensure that the day to day operation of SCDE process meet key performance requirements by setting internal milestones that lead to reaching service and goods delivery processes.

5. How do you systematically evaluate and improve your key product and service related work processes?

SCDE systematically evaluates and improves our processes through a XX step process. Before any process is conducted procedures are established and verified by team leaders, middle management, or senior leadership to ensure a high likelihood of effective service delivery. Expectations are established and the process is monitored during service delivery to attain fidelity of implementation. Once a product is delivered or a service rendered, SCDE gathers and responds to customer feedback on ways to improve products and service with each delivery

6. What are your key support processes, and how do you evaluate, improve and update these processes to achieve better performance?

Key support processes include the following:

- finance and accounting services;
- district and internal auditing service,;
- information technology services;
- legal counsel services;
- government relations services;
- learning and assessment services; and
- professional development and school improvement services,

7. How does your organization determine the resources needed to meet current and projected budget and financial obligations?

SCDE senior leadership, with input from subordinate program managers, identify the explicit and implied current and projected mission requirements related to all obligations. Related resource requirements (financial, human capital, equipment, etc.,) needed to execute the mission and task requirements are also identified. All current and new requirements are compared to available resources and required resources, and adjustments are identified. When required resources and obligations exceed available resources and obligations, a request for additional resources is submitted to the General Assembly. If sufficient/additional resources are not received from the General Assembly to meet required obligations, task requirements are prioritized based on the organization's vision, mission, and legislative directives.

Category 7 – Results

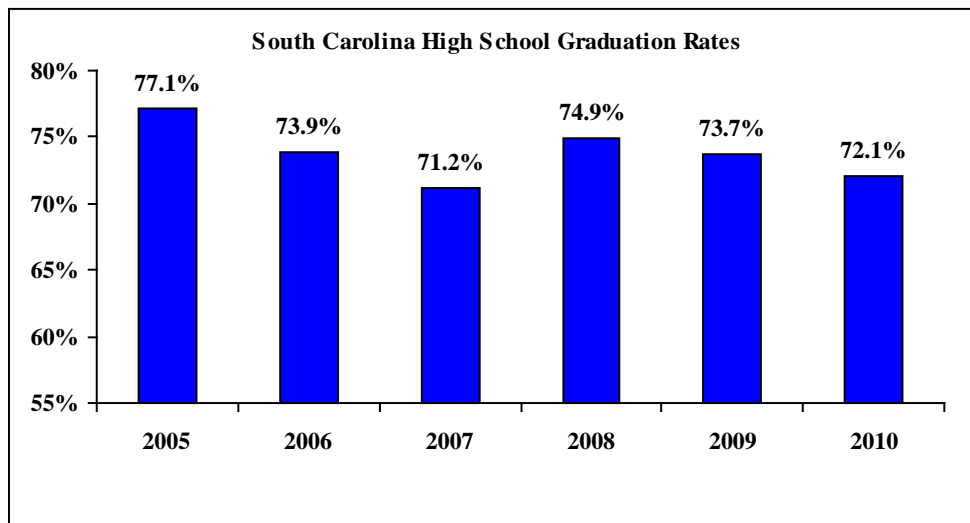
7.1 What are your performance levels and trends for your key measures of mission accomplishment/product and service performance that are important to your customers? How do your results compare to those of comparable organizations?

There are multiple measures that speak to the performance of the public school system. Key measures that are important to customers provided indications for:

- Student success in completing their public education;
- The effectiveness of the system at preparing students for life after high school;
- The overall performance of the schools that students attend; and
- The performance of students at key points in their educational careers.

Student Success in Completing Their Public Education

Figure 7.1-1



Source: Four-year adjusted cohort graduation rate calculation – (AYP)

Figure 7.1-2

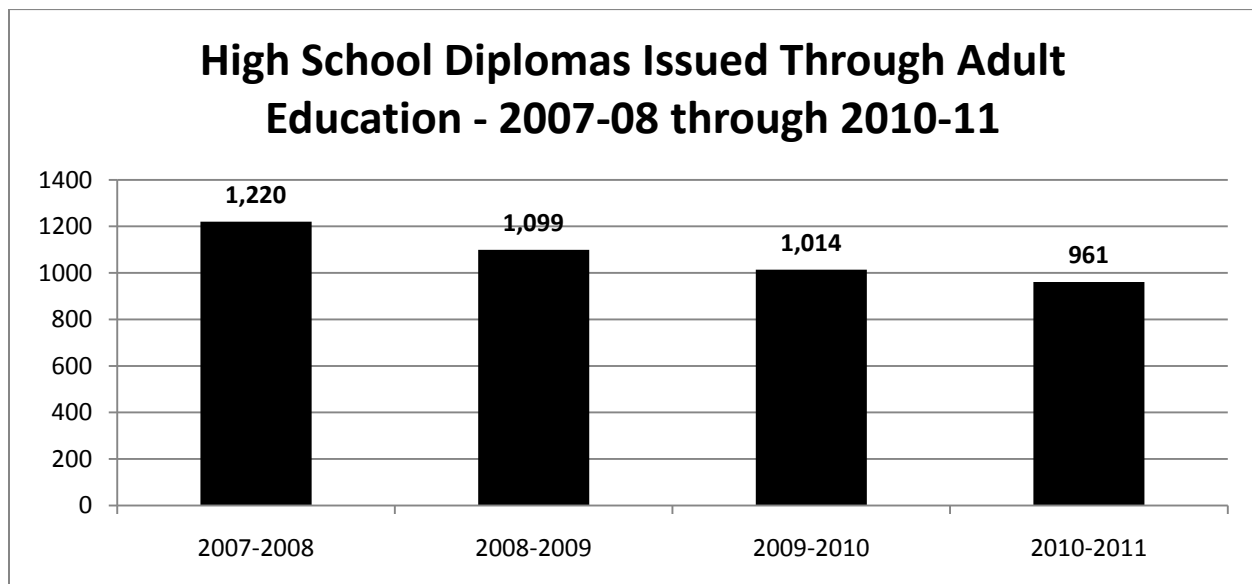


Figure 7.1-3

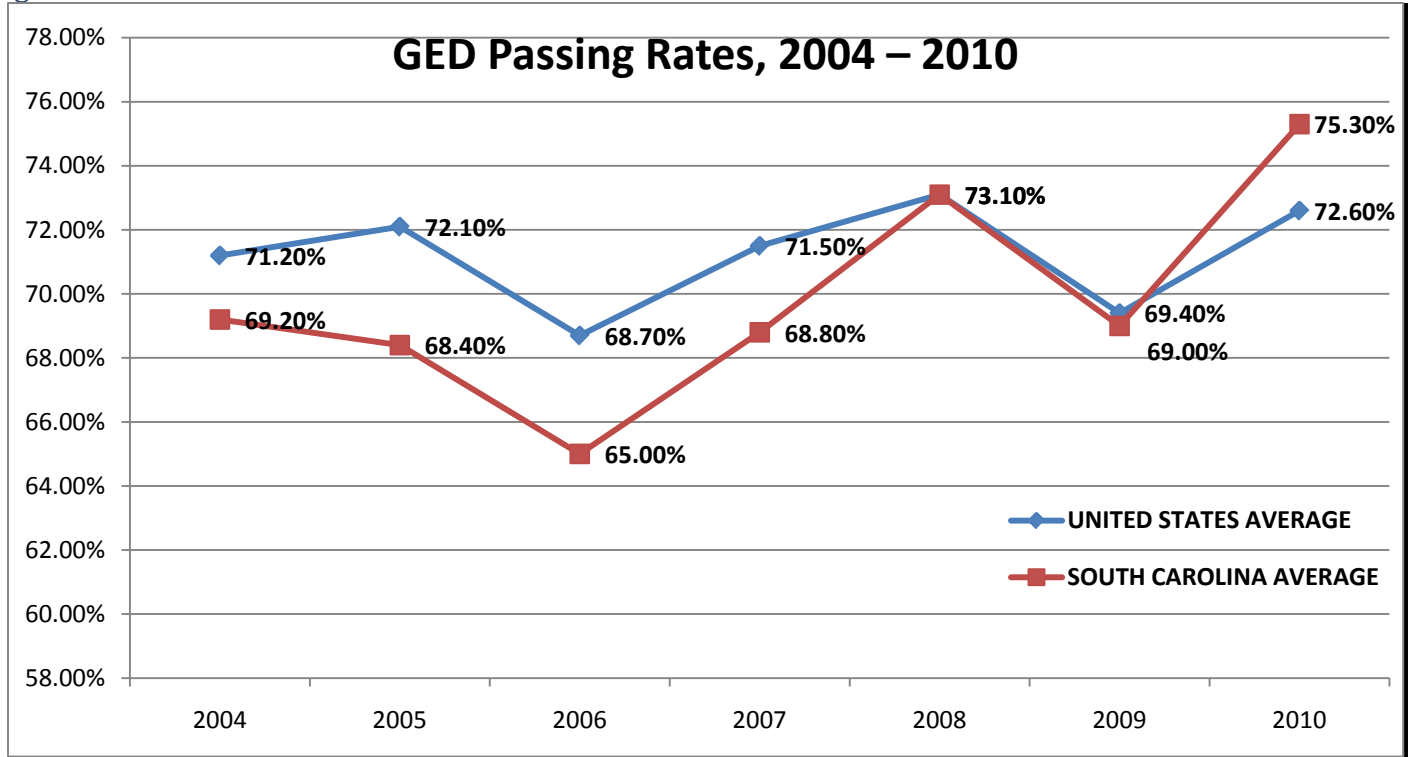
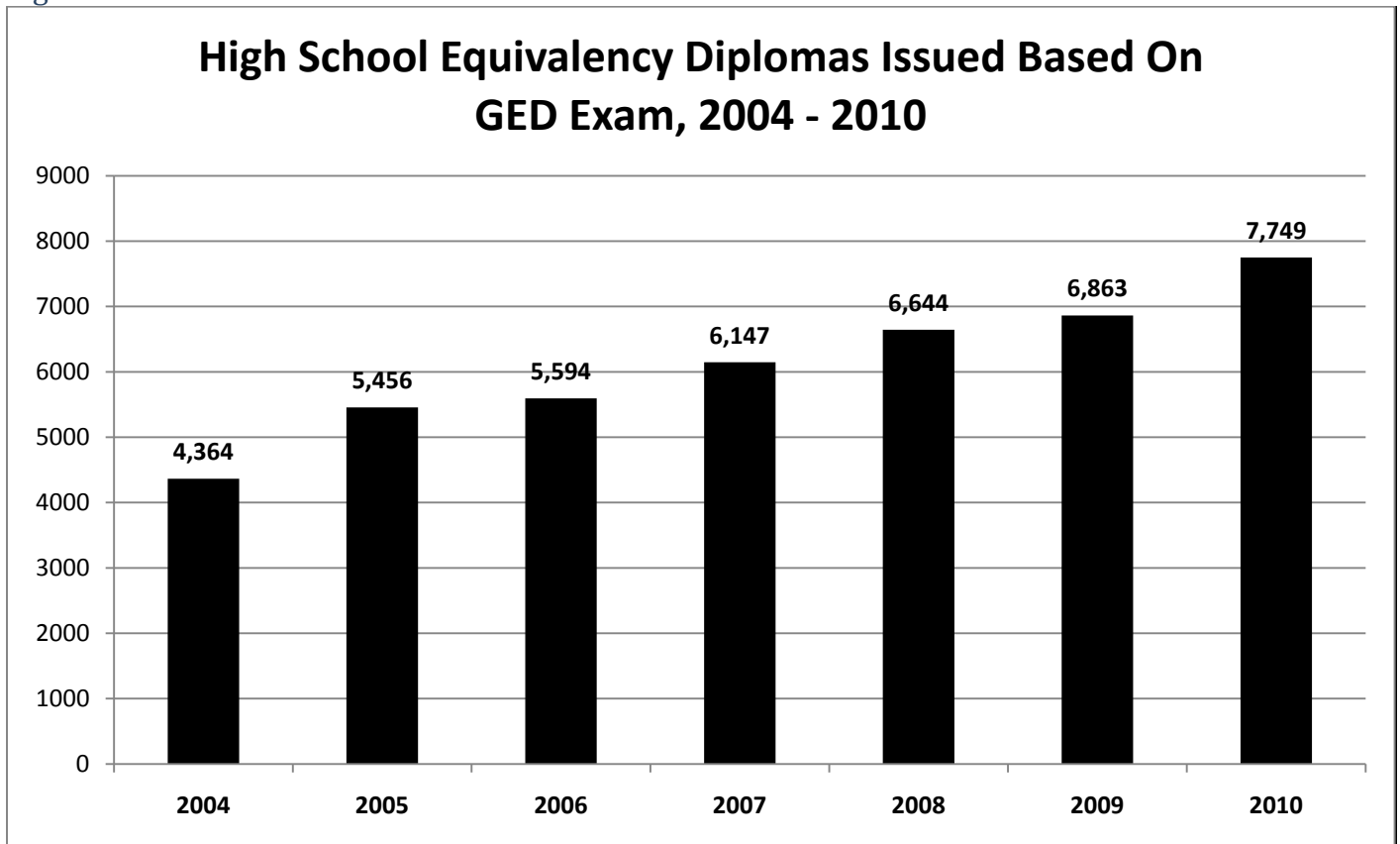


Figure 7.1-4



The effectiveness of the system at preparing students for life after high school

The public education system is charged with preparing students for life after high school. Student preparedness can be measured by college readiness or career readiness. There are several measures that show trend data as well as comparative data.

Figure 7.1-5

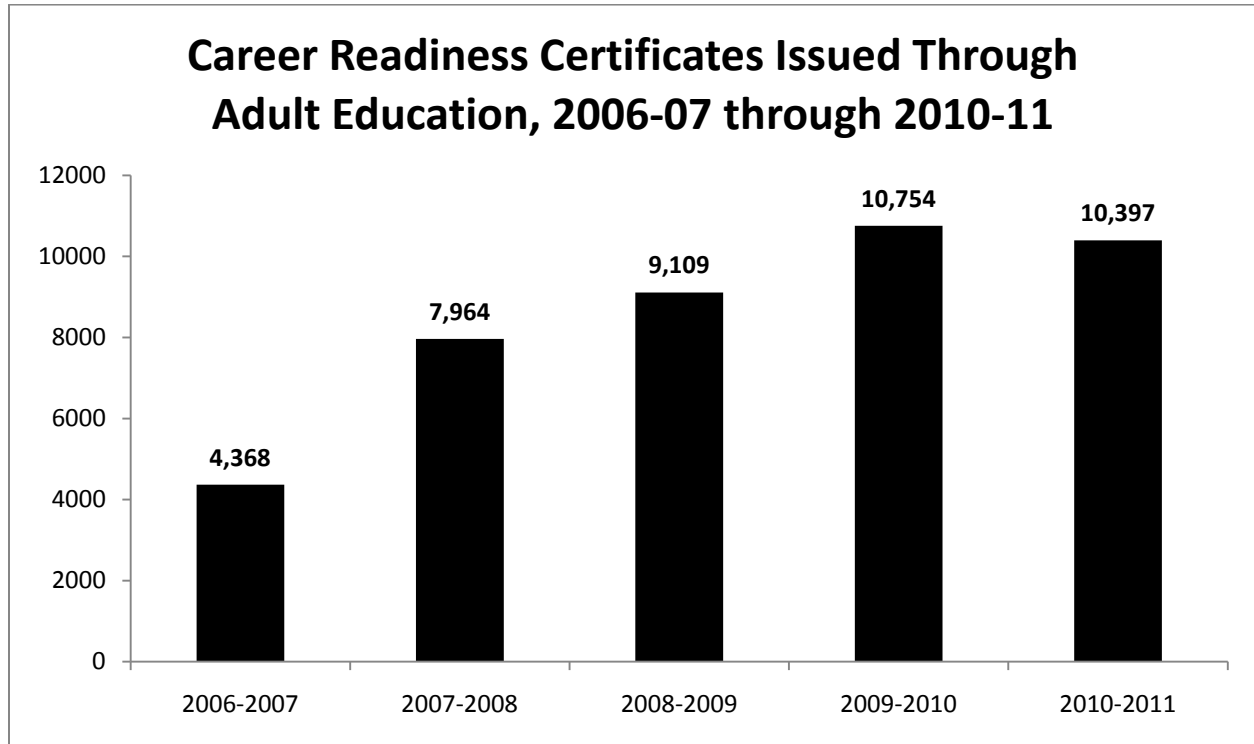


Figure 7.1-6

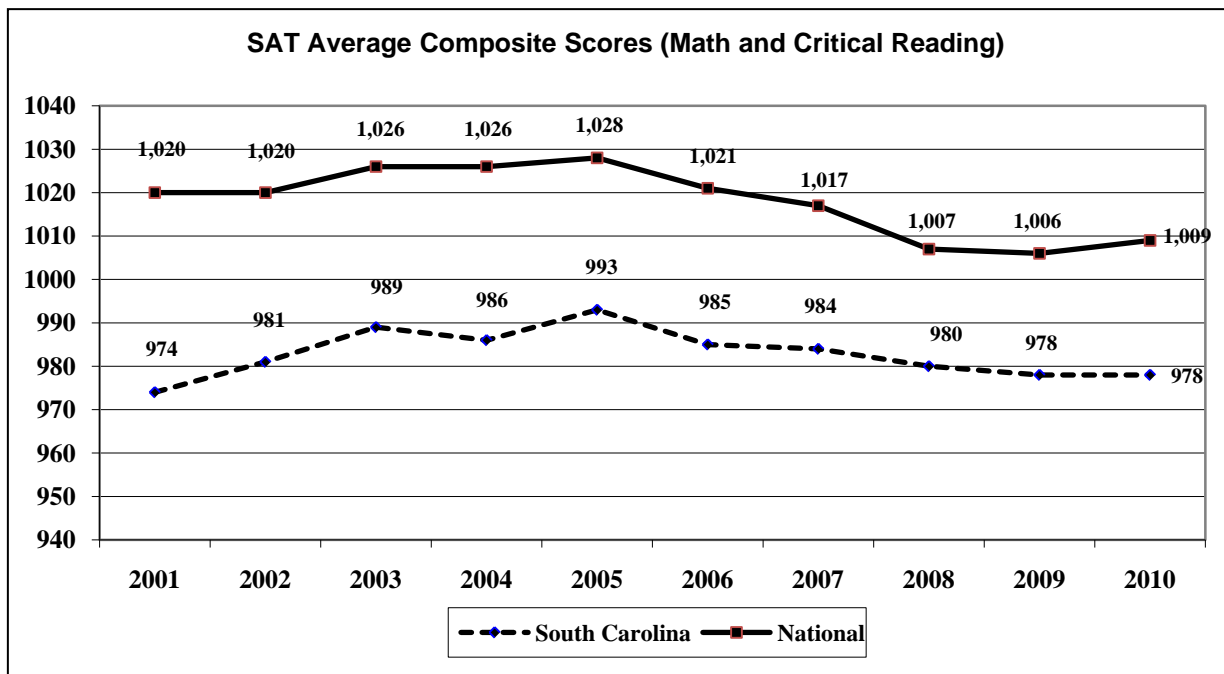
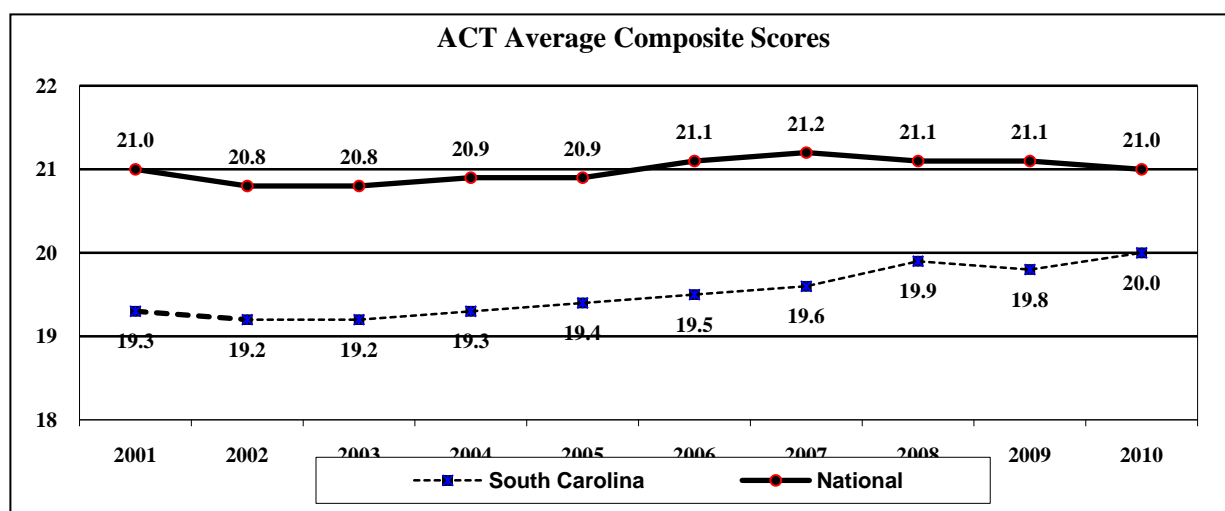


Figure 7.1-7

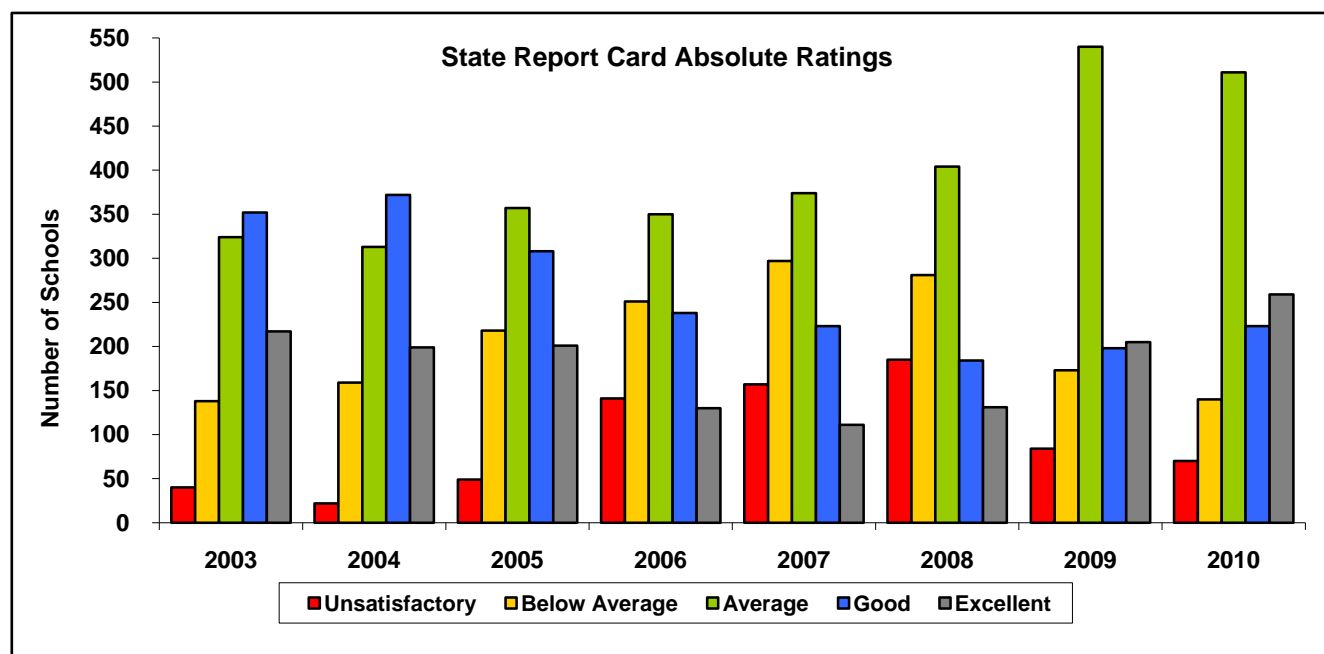


Source: The Condition of College and Career Readiness, “Class of 2010” (SC)

The Overall Performance of the Schools Students Attend

School report card results are based on Education Accountability Act standards, criteria, and measures of performance as established by the Education Oversight Committee.

Figure 7.1-8



Source: Annual Report Card Ratings and Indices File. (Report Card)

The performance of students at key points in their educational careers

Figure 7.1-9

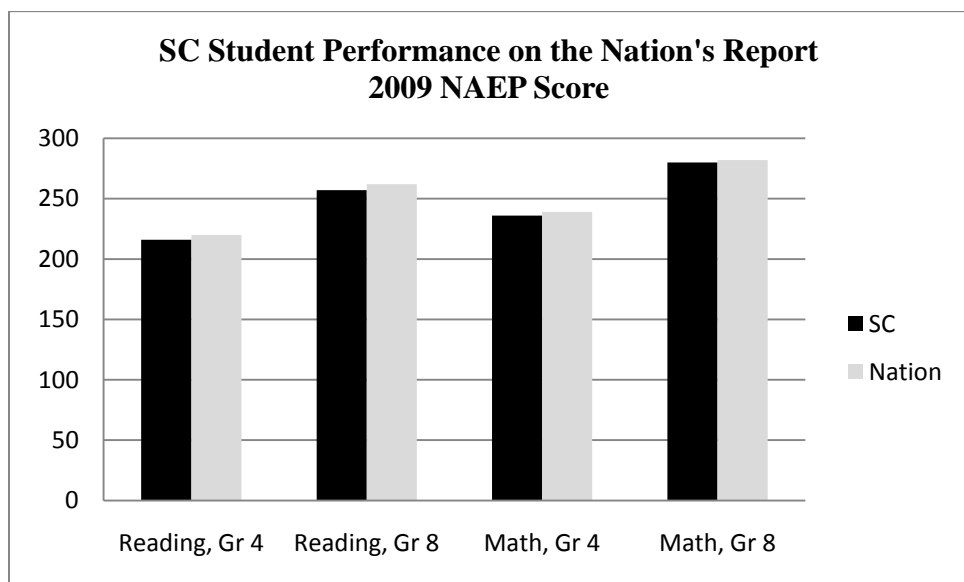


Figure 7.1-10

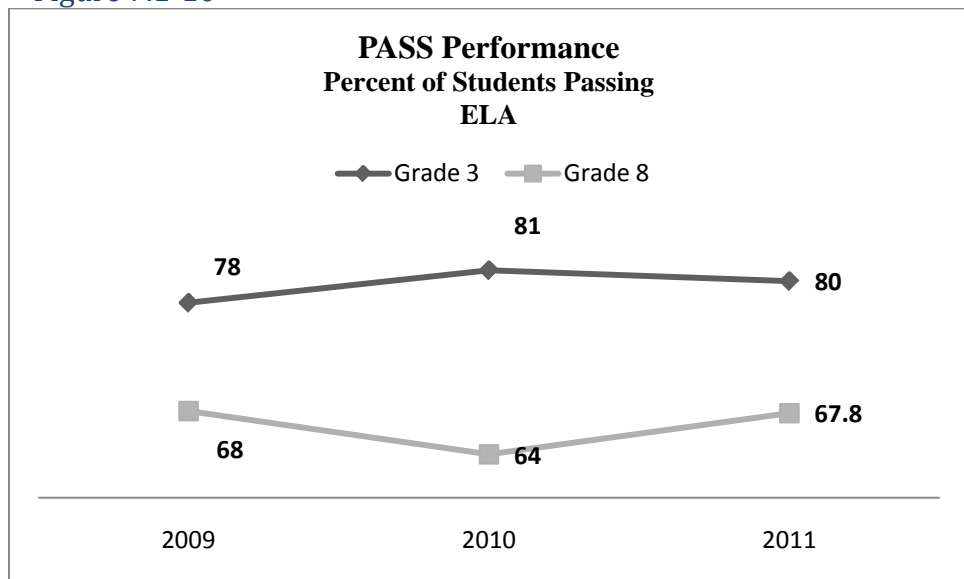
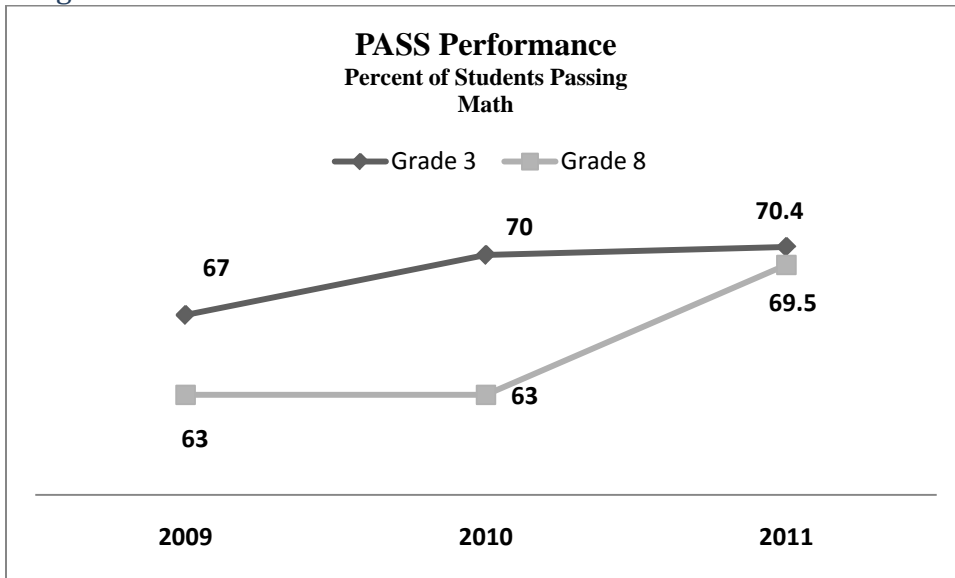


Figure 7.1-11



7.2 What are your performance levels and trends for your key measures on customer satisfaction and dissatisfaction (a customer is defined as an actual or potential user of your organization's products or services)? How do your results compare to those of comparable organizations?

Figure 7.2-1

Evaluations by Teachers, Students, and Parents					
Response	2005-06 Survey	2006-07 Survey	2007-08 Survey	2008-09 Survey	2009-10 Survey
Teachers					
Satisfied with learning environment	88.8%	89.2%	89.4%	90.8%	89.7%
Satisfied with social and physical environment	90.3%	90.9%	91.8%	93.4%	92.9%
Satisfied with home-school relations	77.8%	78.4%	79.3%	81.6%	81.3%
Students					
Satisfied with learning environment	77.2%	77.5%	78.3%	79.0%	79.7%
Satisfied with social and physical environment	78.6%	79.2%	79.8%	80.5%	81.5%
Satisfied with home-school relations	84.3%	84.4%	85.0%	85.4%	85.6%
Parents					
Satisfied with learning environment	83.1%	82.8%	84.1%	85.5%	86.3%
Satisfied with social and physical environment	79.1%	79.2%	80.3%	82.7%	83.3%
Satisfied with home-school relations	78.6%	78.5%	79.8%	81.4%	82.1%

Figure 7.2-2

Assisting, Developing, and Evaluating Professional Teaching evaluation results indicate that South Carolina teachers meet required standards.

ADEPT Results							
	2004	2005	2006	2007	2008	2009	2010
Number of teachers evaluated	47,578	50,170	52,230	53,080	52,227	53,217	54,577
Number meeting standards	45,427	46,156	49,700	50,426	50,719	51,949	52,171

Percentage meeting standards	95.5%	92%	95%	94%	97%	97%	96%
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Figure 7.2-3

Teacher Certification						
Activity	2005	2006	2007	2008	2009	2010
New certificates issued	4,594	5,955	4,794	7,876	5,424	4,033

7.3 What are your performance levels for your key measures on financial performance, including measures of cost containment, as appropriate?

Figure 7.3-1

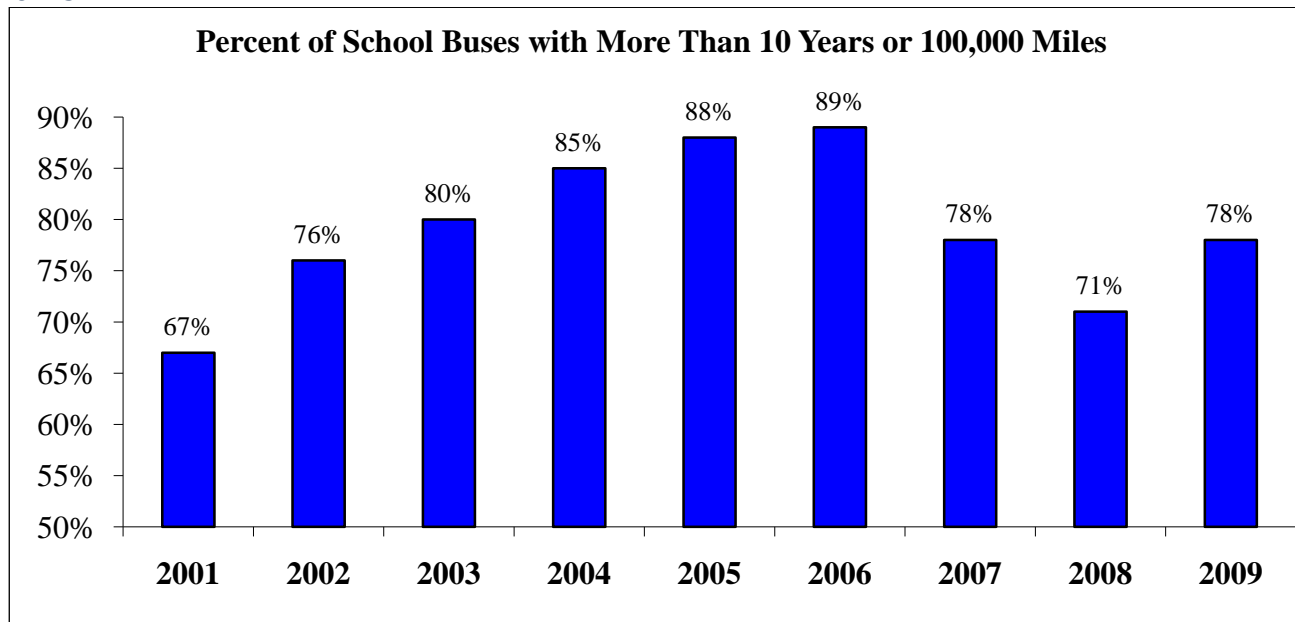


Figure 7.3-2

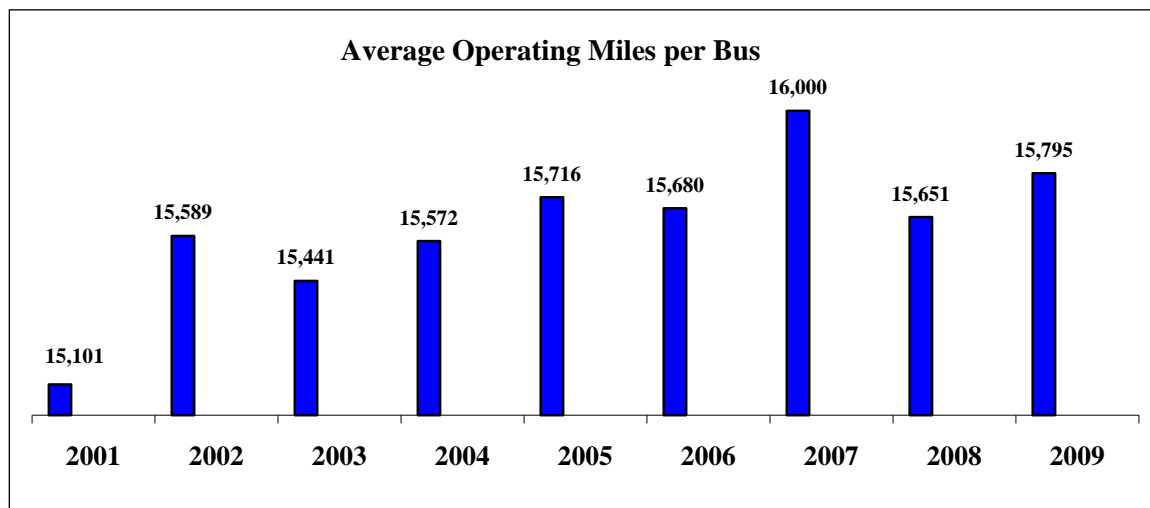


Figure 7.3-3

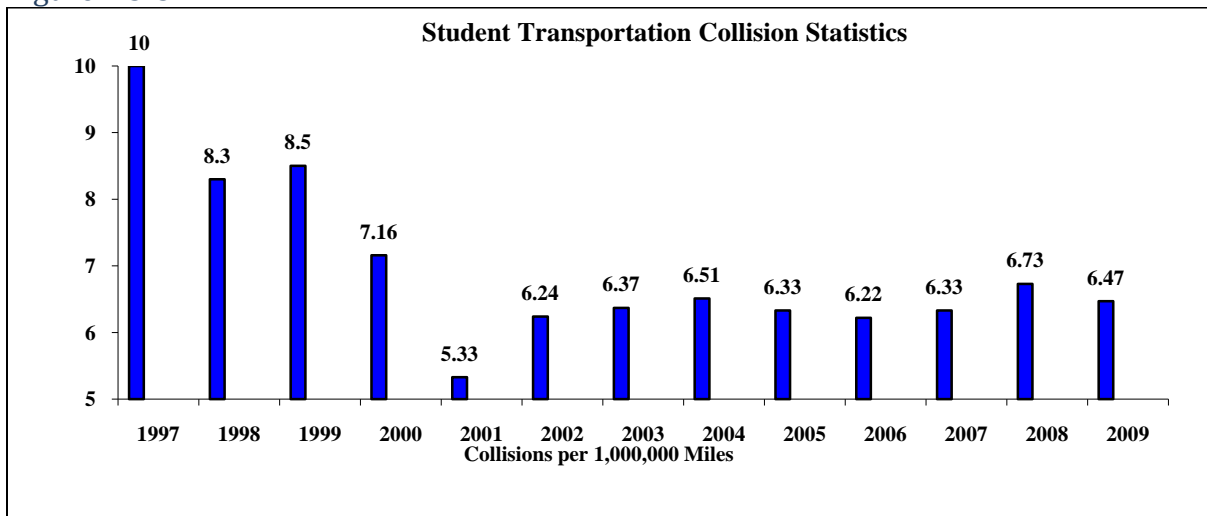


Figure 7.3-4

SCDE Expenditures by Major Budget Categories						
Major Budget Category	2009-10 Actual Expenditures		2010-11 Actual Expenditures		2011-12 State Appropriations	
	Total Funds	General Funds	Total Funds	General Funds	Total Funds	General Funds
Personal Service Agency Leadership	\$30,027,025	\$14,322,855	\$26,800,508.66	\$11,418,820.21	\$28,303,231	\$13,347,577
Personal Service Transportation	\$16,338,441	\$11,000,629	\$15,750,515.07	\$11,421,569.84	\$16,397,829	\$11,010,307
Other Operating Agency Leadership	\$37,844,893	\$4,456,787	\$42,243,109.57	\$4,234,448.41	\$44,869,942	\$3,292,057
Other Operating Testing and Assessment	\$26,247,478	\$2,747,112	\$23,817,358.87	\$3,972,906.96	\$24,761,400	\$7,108,776
Other Operating Textbooks	\$37,180,286	\$21,356,648	\$12,423,479.67	\$4,783,723.60	\$35,987,008	\$20,888,583
Other Operating Transportation	\$51,131,208	\$36,797,634	\$54,968,849.38	\$37,946,776.15	\$61,755,715	\$34,316,193
Distributions to Subdivisions and Entities	\$3,270,827,121	\$1,819,527,060	\$3,449,304,818.98	\$1,778,425,074.31	\$3,064,805,786	\$1,856,456,512
Fringe Benefits Agency Leadership	\$10,590,364	\$5,375,561	\$8,869,877.43	\$4,213,935.02	\$7,321,539	\$3,555,271
Fringe Benefits Transportation	\$5,693,966	\$4,121,896	\$5,585,642.95	\$4,213,935.02	\$6,066,041	\$3,555,271
TOTAL	\$3,485,880,782	\$1,919,706,182	\$3,639,764,160.58	\$1,860,631,189.52	\$3,290,268,491	\$1,953,530,547

Figure 7.3-5

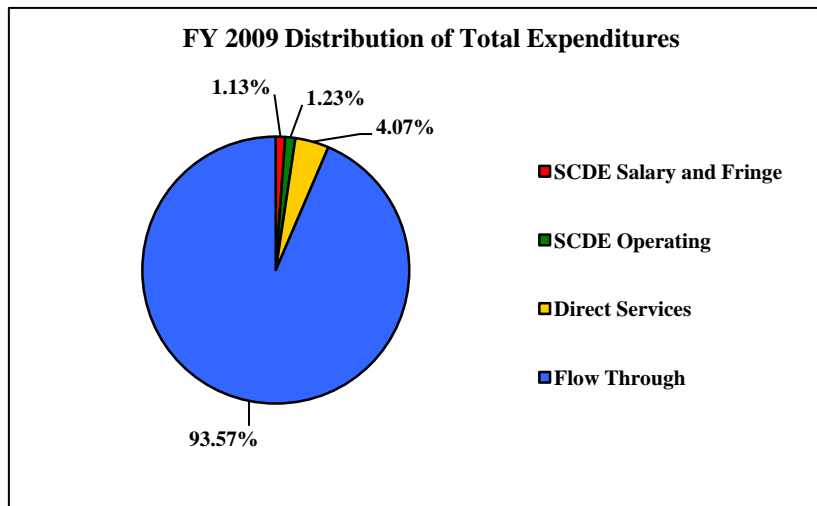


Figure 7.3-6

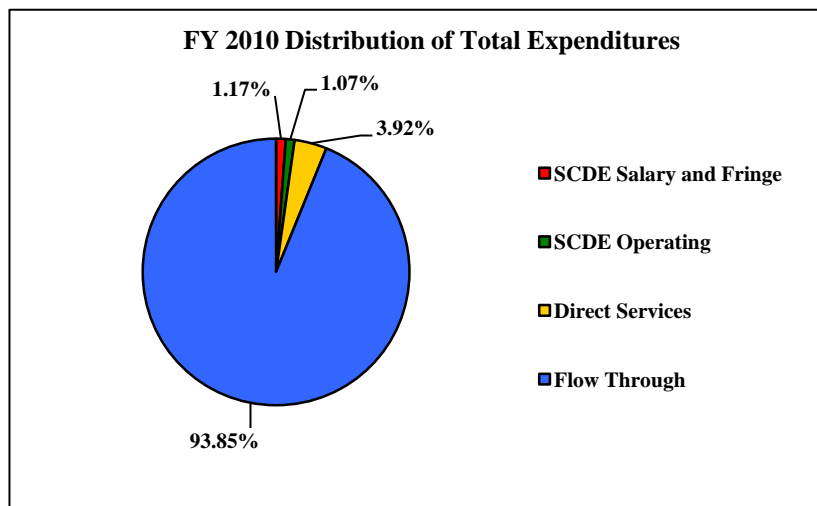
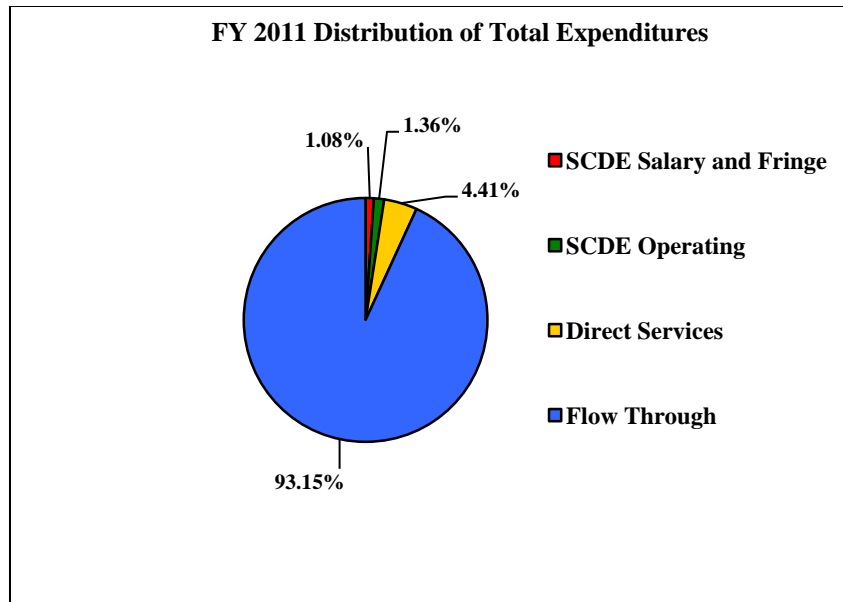


Figure 7.3-7



7.4 What are your performance levels and trends for your key measures of workforce engagement, workforce satisfaction, the development of your workforce, including leaders, workforce retention, workforce climate including workplace health, safety, and security?

Figure 7.4-1

Number of Grievances	
2001	2
2002	4
2003	2
2004	2
2005	0
2006	1
2007	3
2008	2
2009	1
2010	2
2011	1

Figure 7.4-2

Number of Disciplinary Actions	
2001	27
2002	41
2003	28
2004	12
2005	7
2006	25
2007	20
2008	11
2009	9
2010	5
2011	12

Figure 7.4-3

SCDE Employee Satisfaction, Involvement, and Development <i>A score value of 1 means “strongly disagree,” and a score value of 10 means “strongly agree.”</i>			
Survey Statement	Mean Score Value	Mode Score0020 Value	Median Score Value
I am proud to work at the SCDE	8.19	10	9
Overall, I am satisfied with my work at the SCDE.	7.79	10	9
Overall, I am satisfied with my job.	7.86	10	9
Overall, my working conditions are good.	7.71	9	8
My job is important to the overall success of the SCDE.	7.78	10	8
My job uses my abilities at an adequate level.	7.42	10	8
I understand the requirements of my job.	8.62	10	9
I receive adequate training to do my job.	6.67	5	7

Figure 7.4-4

Reasons Given for Position Turnover							
	2005	2006	2007	2008	2009	2010	2011
Different position in the SCDE	38	55	15	22	38	13	30
Different position in different state agency	6	16	22	15	3	6	3
Retirement	38	83	20	31	36	46	15
Better pay/opportunity private/public	70	16	24	30	4	3	1
School district employment	5	5	0	0	9	8	1
Personal	19	22	29	34	33	28	21
Other	30	46	36	23	20	34	13

Figure 7.4-5

Position Turnover Rates							
	2005	2006	2007	2008	2009	2010	2011
Total number of SCDE employees	903	880	946	935	934	883	833
Total number of SCDE position turnovers	206	243	146	155	143	138	134
Percentage of total position turnovers	22.8%	27.6%	15.4%	16.5%	15.3%	15.6%	16.08
Number of employees who left the SCDE	168	188	131	133	105	125	102
Percentage of employees who left the SCDE	18.6%	21.3%	13.8%	14.2%	11.2%	14.2%	12.24

7.5 What are your performance levels and trends for your key measures of organizational effectiveness or operational efficiency, and work system performance (these could include measures related to the following: product, service, and work system innovation rates and improvement results; improvements to cycle time; supplier and partner performance; and results related to emergency drills or exercises)?

SCDE current performance levels and trends reflect mixed results. Student achievement indicates areas where the public education system is improving. The rate of improvement will need to increase in order to fulfill customer demands.

The services and products SCDE provides to customers and stakeholders indicate that SCDE's ability to improve and innovate has been hampered by an unwieldy organizational structure that, over time, has evolved largely out of convenience more than out of a strategic focus on customer satisfaction. This is reflected in the nature of the measures that have traditionally been taken, many of which focus on inputs and outputs rather than outcomes. This must change. Under the Zais administration, reorganization began with the start of the 2011-12 fiscal year and thus will not be reflected in the 2010-11 SCDE Accountability Report.

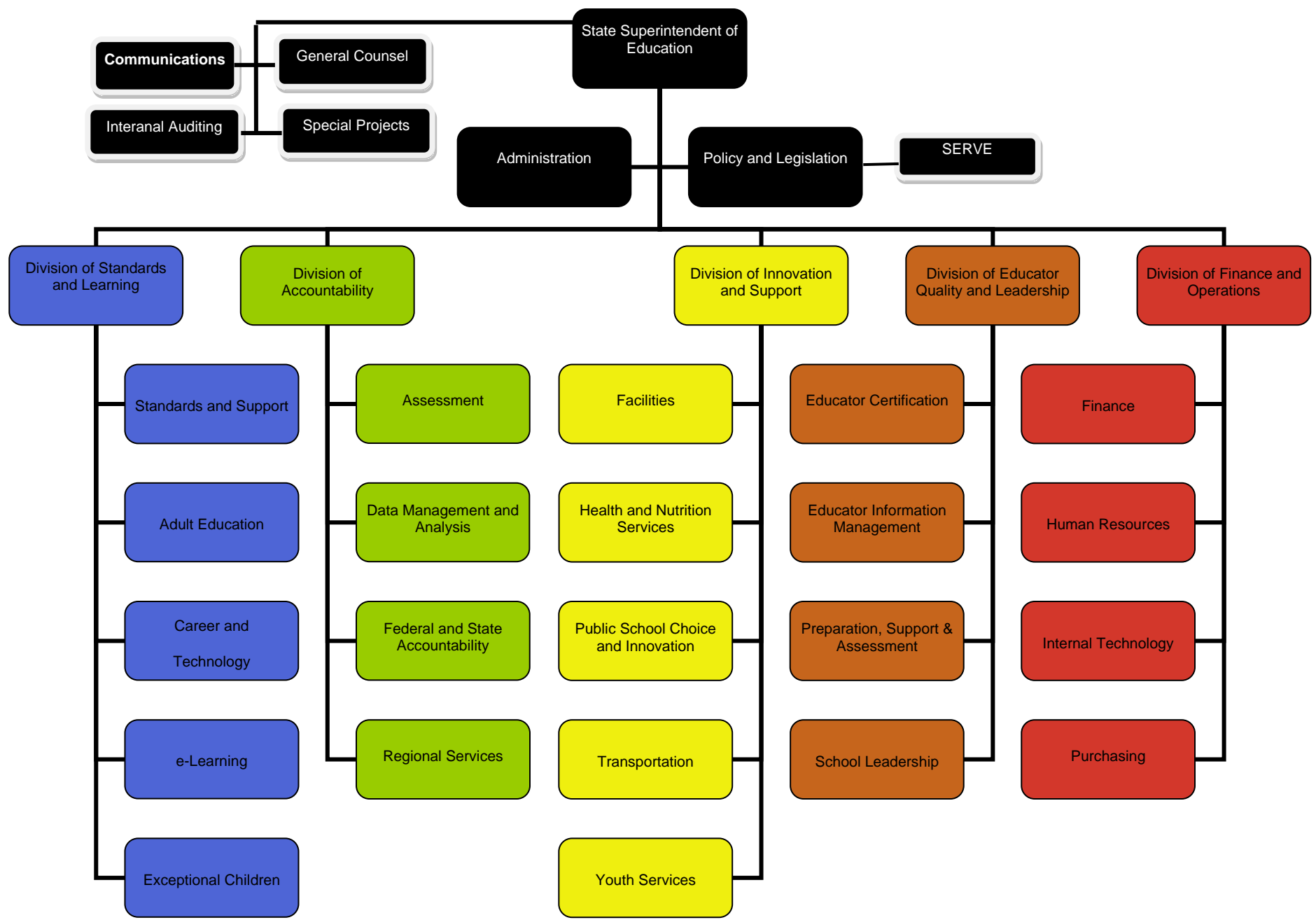
7.6 What are your performance levels and trends for the key measures of regulatory/legal compliance and community support?

Figure 7.6-1

Regulatory/Legal Compliance <i>SCDE results on the statewide single audit conducted by the State Auditor's Office</i>								
<i>Single Audit Category</i>	2004	2005	2006	2007	2008	2009	2010	2011
Material weakness	0	0	0	0	0	0	0	N/A
Reportable conditions	0	0	0	5	4	0	13	N/A

Appendices

Appendix 1 Fiscal Year 2010-11 Organizational Chart



Appendix 2 Strategic Planning Fiscal Year 2010-11

Strategic Planning FY 2010-11*			
Program Number and Title	Supported Agency Strategic Planning Goal/Objective	Related Key Agency Action Plan/Initiatives	Key Cross References for Performance Measures*
XI. EIA; XIII.A; Aid to School Districts	High Student Achievement	Students are held to rigorous and relevant academic standards. Students demonstrate essential knowledge and skills as described in the curriculum standards. Students graduate from high school ready for college or a career. Students use technology to reach higher levels of learning. The state educational system components are accountable and aligned so that all students reach a high level of academic achievement.	7.1-1 7.1-2 7.1-3 7.1-4 7.1-5 7.1-6 7.1-7 7.1-9 7.1-10 7.1-11
XI.C. EIA Teacher Quality; XIII.A; Aid to School Districts	Teacher Quality	Teacher recruitment and retention programs are successful. Teacher preparation programs produce highly qualified teachers. Teachers are qualified, competent, ethical, and caring. Teacher professional development programs are effective.	7.1-2
XI.B. EIA Early Childhood; XIII.A; Aid to School Districts	Early Childhood Education	Children enter first grade ready to learn and succeed. Children have access to quality early childhood programs. Children and their families have access to quality family literacy programs.	7.1-9 7.1-10 7.1-11
V. Division of District and Community Services; XI.B. EIA Early Childhood; XIII.A; Aid to School Districts	Parental and Community Partnerships	Parents are active partners in their child's learning. Communities are active partners in student learning. Businesses are active partners in student learning.	7.2-1
V; Division of District and Community Services;	Safe and Healthy Schools	Schools are safe, healthy places with environments that are conducive for learning. School facilities are safe, functional, and adequate. The public school transportation system is safe and	7.2-1 7.3-1 7.3-2

**Strategic Planning
FY 2010-11***

Program Number and Title	Supported Agency Strategic Planning Goal/Objective	Related Key Agency Action Plan/Initiatives	Key Cross References for Performance Measures*
XIII.A; Aid to School Districts		efficient. Schools form community and state alliances that promote the health, safety, and well-being of students.	7.3-3 7.3-4
XV. Education Account Act	Education Leadership	School leaders are highly qualified, caring, and supportive. State education leadership is aligned. Education leadership is accountable. Professional development programs support education leaders.	7.2-1

** The Key Action Plan/Initiative(s) column in the Strategic Planning 2010-11 chart includes initiatives, plans, and timelines to accomplish the goals/objectives for FY 10-11. The Key Cross References column links the listed programs to charts/graphs in Section III Category 7 by chart or graph number.*